



East Brunswick Information Literacy Workshop

Marjorie L. Pappas, PhD
Virtual Professor
Rutgers, The State University of NJ
Danville, KY
mlpappas@rci.rutgers.edu



Workshop EQs

- How are information literacy standards and the NJ CCC Standards connected?
- How are lessons designed with assessment up front?
- How can LMS find and use resources to teach information literacy skills?
- How do LMS assess the information literacy skills of learners?



Workshop EQs

- Others ???



Information Literacy

ILS Standards

- AASL Standards for 21st Century Learner (2007)
- Information Literacy Standards for Student Learning. (AASL, 1998)

Standards for 21st C. Learner Common Beliefs

- Reading is a window to the world.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.

AASL Standards for the 21st Century Learner.

Standards for 21st C. Learner Common Beliefs

- The definition of information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire them to learn on their own.

AASL Standards for the 21st Century Learner.

Standards for 21st C. Learner Common Beliefs

- Learning has a social context.
- School Libraries are essential to the development of learning skills.

AASL Standards for the 21st Century Learner.

Standards for 21st C. Learner

Framework of standards –

- Skills
- Dispositions in Action
- Responsibilities
- Self-Assessment Strategies

AASL Standards for the 21st Century Learner.

Standards for 21st C. Learner

- Inquire, think critically, and gain knowledge.
- Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

AASL Standards for the 21st Century Learner.

Standards for 21st C. Learner

- Share knowledge and participate ethically and productively as members of our democratic society.
- Pursue personal and aesthetic growth.

AASL Standards for the 21st Century Learner.

Discussion

- How are these standards different from the 1998 standards in IP?
- How do these new standards interface with the NJ CCCS?
- How will you implement these new standards?

AASL Standards for the 21st Century Learner.

Standards

Connections between NJ CCCS Standards for the 21st Century Learner

Activity

1. Use Standards Organizer
2. Select one standard and an indicator.
3. Select one content area of NJ CCCS
4. Find examples of correlations between new standards and NJ CCCS

Reflection

- What criteria did you use to select the content area?
- What surprised you with these connections?
- Which standards interface seem to be a better connection with the NJ CCCS? Why?

Break



Designing Learning for Evidence

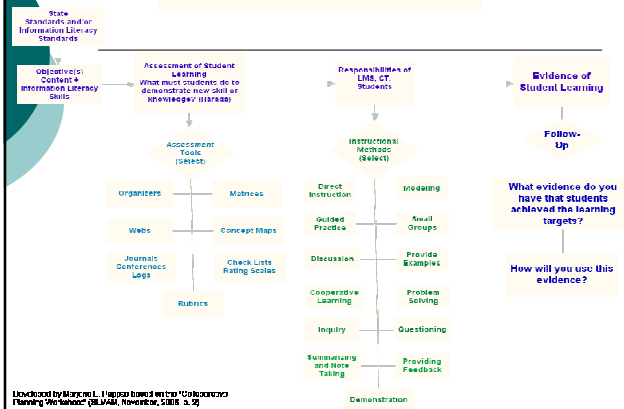
State Standards and/or
ILS Standards

Low Student Test
Score

Objective(s)

Complete Organizer in PDF on TLCenter Wiki

Designing Learning for Evidence-Based Practice



What is Assessment?

Process of collecting, analyzing and reporting data that informs us about progress and problems a learner encounters in a learning experience

Harada, *What is Assessment?* AASL Fall Forum, 2006.

Getting Started with Assessment Tools

- Tools facilitate learning and assessment.
- Students need experience using tools.
- The use of tools is developmental.
- Ultimate learning goal – students can use tools independently.

What Tools Can SLMS Use to Collect Data or Evidence from Students?

- Logs
- Rubrics and Rating Scales
- Organizers
- Webs
- Matrices

How Do Logs Collect Evidence?

➤ Logs and Reflection

- Tool for self-assessment, reflection
- Focus on –
 - **What** student learned
 - **How** student learned
 - **How** student feels
- Prompts are important
 - Focus prompts on learning goals

Harada, *Assessing Learning*, p. 50, 56, 59.

How Do Logs Collect Evidence?

Prompts:

I found the K-W-L chart (helpful/not helpful) Why?

Which tool did you use to establish your focus? Why did you select that tool?

How did the K-W-L chart help you to develop a research question?

Harada, *Assessing Learning*, p. 50, 56, 59.

How Do Checklists Collect Evidence?

➤ Checklists

- Help students to --
 - Understand assignment requirements
 - Reflect on the process
- Help teachers & LMS –
 - Provide feedback during assignment
 - Final assessment tool

Harada, *Assessing Learning*, p. 50, 56, 59.

How Do Checklists Collect Evidence?

➤ Checklist characteristics

- Identifies behaviors
- Focus on critical aspects of task
- Provides evidence
- Learning tool

Harada, *Assessing Learning*, p. 50, 56, 59.

How Do Checklists Collect Evidence?

	Yes	No
I can use the catalog to find information on my topic?		
I can use the Dewey number to find books on the shelf.		
I can use an index to find information in my book.		
I can write a citation for my book.		

Harada, *Assessing Learning*, p. 50, 56, 59.

How Do Rubrics Collect Evidence?

➤ Rubrics

- Show components of task
- Criteria for quality product
- Include ranges of performance
- Both an assessment tool, teaching strategy, and learning tool.

Harada, *Assessing Learning*, p. 50, 56, 59.

How Are Rubrics Constructed?

Constructing Rubrics

- Involve students in rubric development
 - Example: "What is quality product?"
- Select assessment criteria
- Create a draft of the rubric
- Practice using with students
- Make revisions
- Use the rubric

Harada, *Assessing Learning*, p. 50, 56, 59.

How Are Rubrics Constructed?

Criteria	Novice	Proficient	Expert
Quality of presentation design	Design is simplistic	Design includes appropriate use of background, graphics, and text	Design is dynamic with creative use of background, graphics, animation, and transitions
Content	Content lacks sufficient details on topic.	Content provides response to research question(s)	Content provides depth of info on topic

Harada, *Assessing Learning*, p. 50, 56, 59.

What Are Organizers?

Tools or techniques that provide identification and classification along with possible relationships or connections among ideas, concepts, and issues. (Callison)

Graphic organizers are visual representations of thinking. (Harada)

What Are Organizers?

- **Concept maps**
 - Visual diagram . . . to show links among important related concepts.
- **Brainstorming Webs**
 - Graphic organizer that clusters words around a central topic or theme.

Harada, *Assessing Learning*, p. 50, 56, 59.

What Are Organizers?

- **Matrices**
 - A grid to show thinking process.
- **K-W-L Charts**
 - Enables thinking, planning and assessment.

Organizers Provide Evidence of Thinking Skills

Thinking Skill

- Comprehension
- Analysis
- Synthesis
- Evaluate

Organizer Examples

- Classifying
- Ordering/Sequencing
- Solving a problem
- Concluding
- Comparing

Comprehension

Habitats, Food groups

	Class A	Class B	Class C
Example			
Example			
Example			

Comprehension -- Example

Habitats – Classify creatures in habitats

	ponds	forests	oceans
birds	geese	hawks	sea gulls
mammals			
reptiles			

Analysis

Compare

	Item 1	Item 2
Attribute		
Attribute		
Attribute		

Analysis

Order, Sequence, Timeline



Analysis

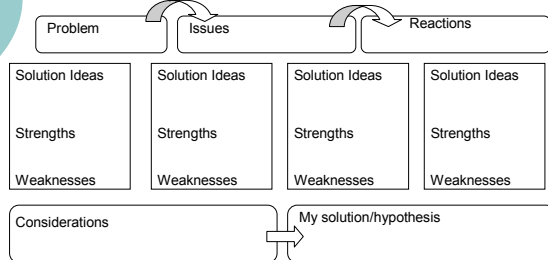
Examples: Western Expansion, Plot of a story



Synthesis

Prediction

Use this organizer to explore solutions and solve a problem or construct a new hypothesis




Koechlin & Zwaan, p. 150

Organizers Provide Evidence of Process

- Finding a focus
- Planning for research
- Collecting and evaluating information
- Organizing and presenting information
- Webs, K-W-L Charts
- Planning organizer
- T-chart, PPT
- Sequence, analyze, synthesize, evaluate

Harada, 2004, p. 74



Tools for Reading, Writing, & Thinking

This web site contains Adobe Acrobat (PDF) documents. If you are having problems viewing these, download the reader here.

Check out the **Tools Recently Added!**

Note: These tools should be used to help students engage in rigorous thinking, organize complex ideas, and scaffold their interactions with texts. They should not be used simply as worksheets or activities for their own sake.

Click on the name of the graphic organizer below for a PDF version.
Note: Several of the links include multiple resources and several pages.

Reading	Writing	Name	Description
✓	✓	Academic Notes	A note-taking page with helpful reminders in the margin that help students to define, summarize, serialize, classify, compare, and analyze ideas and concepts
✓	✓	Cause and Effect	A series of graphic organizers that use different formats for tracing causes and effects

<http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/Index.htm>

Tools for Reading, Writing, & Thinking

✓	✓	Cause and Effect	A series of graphic organizers that use different formats for tracing causes and effects
	✓	CEI	A note-taking page to develop an idea using the claim, evidence, and interpretation strategy
✓		Character Bookmark	A reproducible page with four book marks that can be copied back-to-back; one side has space for notes on characters that students encounter during reading, while the opposite side provides question stems to promote active reading
✓	✓	Character Study	A series of graphic organizers for studying the methods of characterization, character traits, and the relationship between character development and conflict
✓		Classification Notes	Three graphic organizers for categorizing ideas and information into six, four, or three categories
✓	✓	Collaborative Questions	A graphic organizer that encourages students to pose questions about a text at different levels of Bloom's Taxonomy; students then share their questions with a partner and formulate answers to each other's questions based on their discussion
✓	✓	Compare/Contrast	A series of graphic organizers for examining the similarities and differences between and among different ideas or concepts, including (but not limited to) the traditional Venn

Tools for Reading, Writing & Thinking. Greece Central School District

Finding a Focus

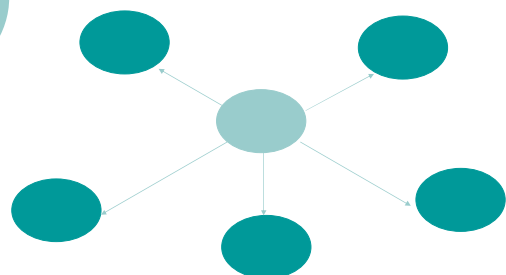
K-W-H-L Chart

TOPIC			
What I KNOW	What I WONDER	HOW I will find out	What I LEARNED

Harada, p. 61

Finding a Focus

Brainstorming Webs



Planning for Research

	Strategies	Complete
My focus		
My research question		
My search strategies		
Recording information		
Create product		
Evaluate my process and product		

Planning for Research

	Strategies	Complete On
My focus	Brainstorm topic with webbing (<i>Inspiration</i>) Use KWL to develop questions	
My research question	Develop question use KWL chart	
My search strategies	Develop list of keywords from topic web Brainstorm list of resources & tools Search for information	
Recording information		
Create product		
Evaluate my process and product		

Designing Learning with Focus on Assessment

- What should students know or be able to do?
- Which tools will provide evidence of new knowledge or skills?
- Develop the learning experiences
- Design the tools to collect evidence
- Reflect on and analyze that evidence
- Share and use new information to design future learning experiences

Based on Koechlin and Zwaan, 2003.

InfoSkills Template

Info Skill(s)	Curriculum Context	Resources & Equipment
Learning Experiences		Next Time
Gathering Evidence of Understanding		
Documenting Evidence of Understanding		

Koechlin and Zwaan, 2003, p. 178.

Using and Sharing Evidence

- What does the evidence tell you?
- How can the evidence be used?
- Who should we share this evidence with?
- What are your next steps?

References

- Callison, Daniel. "Organizers." *School Library Media Activities Monthly* 16.5 (January 2000): 36-39.
- Harada, Violet H. and Joan M. Yoshina. *Assessing Learning*. Westport, CT: Libraries Unlimited, 2005.
- Harada, Violet H. and Joan M. Yoshina. *Inquiry Learning through Librarian-Teacher Partnerships*. Worthington, OH: Linworth Publishing, 2004.
- Koechlin, Carol and Sandi Zwaan. *Build Your Own Information Literate School*. Salt Lake City, UT: Hi Willow Research and Publishing, 2005.

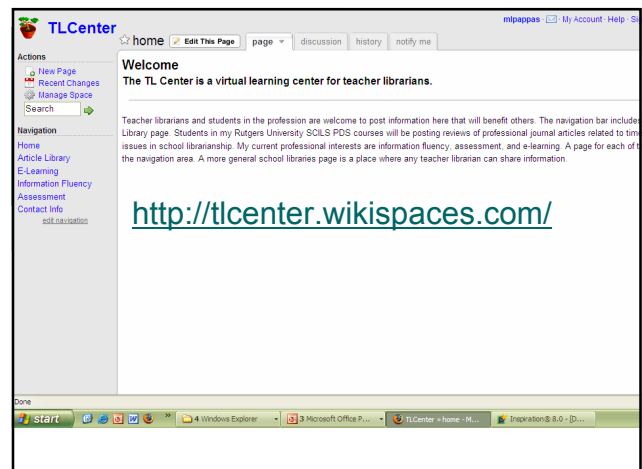
See *Tools of Assessment Pathfinder* (Pappas) for additional resources at the TL Center Wiki. <http://tlcenter.wikispaces.com/> under Assessment.

Pathfinder

Tools of Assessment Pathfinder

Available on the TLCenter Wiki
<http://tlcenter.wikispaces.com/>

Select "Assessment" in
Navigation Bar.



Questions

